

Sexuality and Relationships Policy Aurora Foxes

Policy Reference:	FOX10
Version Number:	5
Applies to:	Aurora Foxes
Associated documents:	N/A
Approved by:	Principal
Implementation date:	April 2024
Next review due by:	April 2025
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

1. Aims

Young people are growing up in an increasingly complex world and living life seamlessly online and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, young people need to know how to be safe and healthy, and how to positively manage their relationships and their personal and social lives. As vulnerable adults, it is essential that Aurora Foxes students experience an increased focus on risk areas. This policy aims to define the support that the college provides students with developing their understanding of relationships.

2. Legislation and statutory requirements

This policy is based on the following advice/legislation:

- The Mental Capacity Act (2005) (MCA) and Deprivation of Liberty Safeguards (DoLS)
- Relationships Education, Relationships and Sex Education and Health Education Act 2019
- The Equality Act 2010

We are acutely aware that the vast majority of our students are adults on arrival at Aurora Foxes. We are equally conscious that they have vulnerabilities that need to be taken into account. Our staff are mindful of both as they approach this work. Where a student is under 18 or has power of attorney, parental consent is always sought. Additionally, we always consider that students may wish to withdraw themselves from RSE sessions.

3. Scope

RSE at Aurora Foxes gives young people the information and tools they need to identify a healthy and an unhealthy relationship. This will empower students to make good partnership choices and develop and maintain healthy, nurturing intimate relationships. Within RSE, different relationships choices are explored, including LGBTQ, marriages and civil partnerships, as well as choices around celibacy, or remaining single. Where relationships are identified as unhealthy, students are given the information needed to seek out help and support.

RSE teaches the knowledge that enables students to identify and resist peer pressure eg sending nudes and the importance of consent, as well as the law surrounding this. We teach students to recognize different forms of abuse eg homophobic bullying, domestic violence and sexual abuse.

Teaching of these subjects prepares the students for the opportunities, responsibilities and experiences of adult life. They can also facilitate the promotion of the spiritual, moral, social, cultural, mental and physical development of students, at college and in society.

4. Roles and responsibilities

The Head of Education, working in conjunction with the Programme Lead, will ensure that sexual health and relationships input is planned, implemented and reviewed across the

Independent Living Skills curriculum. Training is provided by external agencies eg Public Health, SWISH and '2BU Somerset'.

The Head of Care will ensure that the Personal Development Health and Welfare time fosters the development and understanding of sexuality and relationships. They will also take responsibility for the input of therapy support and intervention and support from Reynard Care and Support Agency.

At Aurora Foxes, we have a team of sexual health advisors who work with students in small groups or 1:1. Students are referred to this team via House team leaders, the Safeguarding team and/or students can self-refer.

House teams and tutors across the college are responsible for ensuring students develop the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships.

5. Policy Statement

At Aurora Foxes the idea of personal choice forms the basis of work around sex and relationships. We ensure that all knowledge is provided in this context, especially given the difficulties of the digital world in which our students are developing and the risk of learning from unreliable resources.

Part of our students' understanding of their own wishes and feelings and the choices they make is developed by their knowledge of gender roles and sexuality. Students therefore need to be given accurate information and supported to develop skills to enable them to understand respect for self and others and for the purpose also of preventing and removing prejudice. It is also important that they learn as part of sex and relationships education, the reasons for delaying sexual activity, media, societal and peer pressure, their rights to say no to any experiences they do not wish to participate in. Just as important is that we respect their wishes if they want to explore a consensual adult relationship whilst a resident at college.

At Aurora Foxes, sex and relationship education is embedded into the Independent Living Skills curriculum and therapy programmes. The curriculum is designed to fully explore all the implications of entering into an active sexual relationship, being aware of cultural differences, compatible values and beliefs, readiness, consent, how to keep each other safe and healthy, sexting, possible emotional responses prompted by intimacy, to how they would manage the impact of a relationship breakdown. In addition to group learning, we can offer individualised workshops to suit the needs of each individual and couples as required and work with our therapists, SWISH sexual health service and Reynard Care and Support Agency for bespoke training. We also support students to make appointments so they can access services in the community with professionals.

The needs and concerns of LGBTQ+ students are also recognised, and all students are given a voice.

The following principles reflect the foundations of our sex and relationship policy:

- Sex and relationships education is an integral part of each person's learning process which begins in childhood and continues into adult life.
- Sex and relationships education should be delivered in a positive way and should provide physical, mental, spiritual, moral and social development.

- All students at Aurora Foxes regardless of gender, race or disability should have access to appropriate sex and relationships education which reflect adult life.
- The sex and relationships education should be delivered in a way which addresses the need for differentiation and is relevant to each person's individual needs.
- The teaching of sex and relationships should be delivered in a way which encourages responsibility and tolerance, and which teaches students to respect difference.

Learning continues within the Personal Development Health and Welfare time at Foxes where students are living in shared accommodation. Through this time the knowledge learned about relationships is continued and transferred into real life experiences.

Student relationships will be supported, monitored and guided by staff however will not cross the boundaries outlined by Deprivation of Liberty Safeguards.

6. Support, Advice and Communication

For support and advice on this policy please discuss with the Head of Care, Head of Education or the Programme Lead.

10. Monitoring arrangements

This policy will be reviewed at least annually by the Head of Care in collaboration with the Head of Education.